**la identidad personal español 8**

Anteayer hablamos de la identidad personal y anoche pensaste en su identidad personal y creaste un autorretrato. Ahora vas a escribir un párrafo, hablando de tu identidad personal. Tienes que incluir ejemplos específicos. La rúbrica está al revés, con los FCAs (áreas de atención).

* Primero, necesitas organizar las ideas abajo por unos cinco minutos.
* Después, debes escribir el párrafo borrador. Si no sabes una palabra en español, escríbela en inglés y puedes buscarla después en un diccionario.
* Entonces, tienes que a trabajar en pares para editar, hacer comentarios y comentar sobre problemas con la ortografía o la gramática.
* Finalmente, vas a revisar y escribir el párrafo de nuevo en casa. Está debido el \_\_\_\_\_\_\_\_\_\_. Quiero la rúbrica y el párrafo borrador con el final.

**la identidad personal español 8**

Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase \_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Nota \_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement** |
| **VOCABULARY USE**  Do you use appropriate vocabulary?  **FCA 1**  Do you include specific examples? | You use a wide variety of vocabulary to describe your personal identity. | You use a variety of vocabulary to describe your personal identity. | You use a limited or repetitive vocabulary to describe your personal identity. |
| You include specific examples. | You include general examples. | You may include a general example. |
| **COMPREHENSIBILITY**  Can I understand what you are trying to say? | You are easily understood. | You are generally understood, with minimal difficulty. | You are understood at times, with much difficulty. |
| **LANGUAGE CONTRO**  How much control do you have when using sentences?  **FCA 2**  How much control do you have using verbs?  **FCA 3**  How well can you spell and use accents? | You use simple sentences, with little difficulty. | You use simple sentences, with some difficulty. | You use memorized phrases and chunks of language. Youmay attempt to use sentences. |
| There are few subject / verb agreement errors. | There are some subject / verb agreement errors. | There are many subject / verb agreement errors. |
| There are few spelling / accent errors. | There are some spelling / accent errors. | There are many spelling / accent errors. |
| **ORGANIZATION**  How do you organize your paragraph? | There are introductory and concluding sentences. You use transitions to help the flow of ideas. | There are introductory and/or concluding sentences. You may attempt to use transitions to help the flow of ideas. | There is a lack of organization, including a lack of introductory and/or concluding sentences and transitions. |

FCA 1 - specific examples

FCA 2 - subject / verb agreement

FCA 3 - spelling / accents